

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
AUGUST 14-15, 2003**

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SUBJECT

HIGHER EDUCATION RESEARCH COUNCIL (HERC) REAPPOINTMENTS

BACKGROUND AND DISCUSSION

The Higher Education Research Council (HERC) is comprised of the Presidents of the State College and Universities, four non-institutional representatives and the Governor's Statewide Science & Technology Advisor. Two of the non-institutional representative positions, currently held by General Darrell Manning and Dr. Ron Bitner, are up for reappointment. The term of appointment for non-institutional positions is three years.

Retired Major General Darrell V. Manning has served on HERC since 1991. General Manning is a Former Adjutant General of the Idaho National Guard, served as a state legislator for 10 years, and has held numerous positions in state government, including Interim Executive Director for the State Board of Education and Interim Director of the Division of Financial Management.

Ron Bitner, Ph.D. has served on HERC since its inception in 1988. Dr. Bitner is deeply involved in agricultural research in his capacity as President of International Pollination Systems in Caldwell. Also serves on Idaho's Wine Commission as appointed by the Governor.

RECOMMENDATION

HERC and OSBE Staff recommend the reappointment of Gen. Manning and Dr. Bitner to the Higher Education Research Council.

MOTION

A motion to reappoint Gen. Manning and Dr. Bitner respectively for three-year terms, August 2003 – August 2006, on the Higher Education Research Council.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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SUBJECT

NOTICES OF INTENT APPROVAL

- New Graduate Program: M.A., Philosophy—UI
- New Undergraduate Program: A.S., Nursing—ISU

BACKGROUND AND DISCUSSION

In accordance with Board Policy Section III.G.4., all new academic and professional-technical programs must have full Board approval prior to implementation or inclusion in the Board's fiscal year budget request. The CAAP committee, in using the Board's policies on program review, has acted on the charge to evaluate program requests requiring Board approval. With evaluation of program request complete, it is now being forwarded for the Board's consideration and action.

IMPACT

If Board approved, the University of Idaho and Idaho State University respectively will implement these requests and will be subject to future monitoring for program compliance.

FISCAL IMPACT

There will be no request for new general fund appropriations to implement the M.A., Philosophy at the UI. The program will be funded through an internal reallocation of existing funds and faculty workloads.

Estimated fiscal impact for the A.S., Nursing at ISU is estimated to be Maintenance of Current Operations (MCO) appropriated funds of \$129,424 in FY04; \$113,534 in FY05; and \$113,534 in FY05.

RECOMMENDATION

Both CAAP and Board staff recommend approval of the Notices of Intent as presented.

MOTION

A motion to approve the University of Idaho's new Master of Arts in Philosophy.
A motion to approve Idaho State University's new Associate of Science in Nursing.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Notices of Intent and Full Proposal - Summaries

The University of Idaho has submitted a Notice of Intent and a Full Proposal for the approval of M.A., in Philosophy and Idaho State University has submitted a Notice of Intent for the approval of an A.S. in Nursing. CAAP and Board staff has reviewed these proposals and recommend approval.

a. M.S., Philosophy—UI

The University of Idaho is requesting approval of a new Master of Arts program in Philosophy, which will be administered by the Departments of Philosophy at the University of Idaho and Washington State University. Each department currently operates an undergraduate Philosophy program. Faculty from the two departments would together constitute the graduate faculty of the proposed program. Students in the program, while formally enrolled at either UI or WSU, would have the opportunity to take advantage of the faculty, facilities, and other resources at the other institution.

Although the program is by design a collaborative effort, the Philosophy Department at each institution will develop an area of specialization or concentration. The UI program will emphasize Environmental Philosophy and the WSU program will offer an option in Ethics. Through its program in Environmental Philosophy, the proposed graduate program will build on existing strengths at the UI by complementing several graduate programs that emphasize environmental science and natural resource policy.

There are no accrediting agencies for the discipline of Philosophy. The principal learned society in Philosophy is the American Philosophical Association (APA). The APA does not have any involvement in accreditation or evaluation of programs, nor does it set formal standards for the profession. In order to ensure the highest quality of programmatic structure and performance, UI will assemble an Advisory Board of academics and professionals from business, industry, and government to provide input on the initial structure of the proposed graduate program, especially the program in Environmental Philosophy and to provide periodic reviews and assessments of program performance and relevance to students professionals statewide and regionally.

This program is unique to the system. There are currently no graduate programs in philosophy in the State of Idaho. Additionally, this would be one of only two M.A. graduate programs in philosophy at a public institution in the Northwest. The proposed graduate program aims to resolve the absence of opportunity for Idaho residents to pursue graduate study in Philosophy in their home state. The program will also fill an unmet need in the current UI graduate program offerings related to the environment and natural resources by offering philosophical and analytical coursework complementary to the wide variety of strong technical and scientific offerings.

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Surveys of Philosophy Departments across the states of Idaho and Washington indicate a general increase in the number of Philosophy undergraduate majors in the last few years. It can be inferred that a sizable portion of the students currently pursuing a Bachelor's degree in Philosophy will have an interest in graduate study.

Program viability requires an enrollment of 11 graduate students at the UI. The undergraduate philosophy programs at both the UI and WSU have more than doubled their number of majors over the past years, indicating an increase in undergraduate interest in philosophy. The outreach component of this program promises to increase the number of participating students statewide. The quality of the combined faculty coupled with the quality of the associated opportunities, such as the Inland Northwest Philosophy Conference and the planned summer institutes, will enhance the chances of graduates to gain entry into top programs in philosophy, law, or related disciplines. Because the tracks in the environmental philosophy and ethics, the University of Idaho believes that this program has as much employment potential as any other M.A. philosophy program.

This proposed collaborative graduate degree program in Philosophy satisfies the State Board of Education's Statewide Plan for Higher Education by meeting the following goals and strategies as set forth in Directions for Higher Education in Idaho: (1) It encourages expanded curricular response to the technologies; (2) It maintains and enhances strong graduate education; and (3) It avoids unnecessary duplication of effort by utilizing existing course work in current programs. The proposed program stimulates a broad range of cooperative ventures, both within the state and across state lines. Furthermore, it encourages maximum use of technology and promotes Idaho's economic revitalization through technology transfer by supporting basic and applied, issue oriented research that results in the timely application of new knowledge, primarily through its association with other environmental programs as well as environmental businesses and industries within the state.

The proposed program is consistent with the role and mission of the UI and specifically addresses the University's responsibilities as a land-grant institution. The M.A. program will contribute to the teaching and research missions of the University by contributing to two broad initiatives that have been shaping the curricular and scholarly concerns of the UI in recent years, viz., the development of a strong, cross-discipline university focus on environmental science, and the fostering of critical thinking.

Through its Program in Environmental Philosophy, the UI Philosophy Department will also offer short courses and seminars around the state on matters of public concern that will help build key relationships with business and industry in the state of Idaho. These relationships will enable the Program in Environmental Philosophy to represent many sides of pressing environmental issues that confront the state and nation.

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b. A.S., Nursing—ISU

The proposed Associate of Science in Nursing will be a five-semester program that is intended to prepare students to sit for the National Registered Nurse Licensure Exam. The curriculum will include Associate of Science – Registered Nurse specific courses and general education courses.

The new program will seek accreditation by the National League for Nursing Accrediting Commission (NLNAC). The program provides classroom, laboratory, and student nurse clinical practicum instruction, which prepares graduates to take the NCLEXRN exam. Successfully passing the exam enables the registered nurse to be licensed to practice in Idaho and to be eligible to apply for licensure in other states. In addition, articulation into Bachelor of Science in Nursing (BSN) programs is available to the graduate.

At least one new faculty and one adjunct faculty will be added to oversee the clinical components of the program and to teach the required courses. The first cohort of approximately 20 students will be Licensed Practical Nurses who wish to continue their education toward an Associate of Science Degree RN, and should they choose, an eventual Bachelor of Science Degree RN (BSN). The plan is to offer courses via multiple delivery systems, including the Internet, Distance Learning (Video) and off-site locations as those locations and technologies become available in the outreach areas.

The College of Southern Idaho, Boise State University, and Brigham Young University – Idaho all have Associate Degree Registered Nursing Programs. Lewis Clark State College received approval for an Associate of Applied Science for the LPN program, but has not yet started this program. This program will fill the unique needs and specifications of southeastern and eastern Idaho.

This program has been developed in response to studies documenting nursing shortages, particularly in rural Idaho. ISU has been approached to provide an Associate Degree Registered Nursing Program (ADN) that will put Registered ADNs in the field, especially rural Idaho, within a relatively short period of time, which will meet the needs of agencies, rural health care facilities and other constituencies who have been requesting such a degree option. Health care centers want a program that allows their LPNs to seek and attain the RN license as quickly as possible. The health care centers and local rural communities have been very willing in the past to support and help with the program because it benefits them and the communities in which they reside, and have indicated their willingness to work closely with ISU to implement this “new” program that responds to their needs. Several letters of support from these rural health care facilities endorsing the new program were included with the Notice of Intent.

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The costs to start the new program are estimated in the table below.

	FY04	FY05	FY06
Expenditures	\$204,805	\$188,915	\$188,915
Revenues			
Appropriated Funds New --- MCO	\$129,424	\$113,534	\$113,534
Student Fees (Based on 2002-03 Fees)	\$ 75,381	\$ 75,381	\$ 75,381
Grand Total Revenues	\$204,805	\$188,915	\$188,915

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SUBJECT

HEALTH PROFESSIONS TASKFORCE
Nursing Articulation Plan

BACKGROUND AND DISCUSSION

A primary effort of the Health Professions Task Force has been the creation of plans to address the current nursing shortage. One important response to this shortage has been the creation of the Nursing Articulation Plan. This plan creates a path for practicing nurses to receive credit for both previous education and experience in advancing in licensure and practice. Of particular interest to rural health care organizations, this plan creates a process for practicing LPN to advance to RN status.

The plan has been reviewed by CAAP and will be signed by all nursing education programs in the state.

ATTACHMENTS

STATEMENT OF INSTITUTIONAL COMMITMENT

By Lewis-Clark State College, Division of Nursing and Health Sciences, With endorsement by The Idaho Commission on Nursing and Nursing Education (ICNNE)
For the Idaho Statewide Nursing Articulation Plan – Educational Mobility for Today's Nurses

A copy of this attachment is available upon request by contacting Patty Sanchez at (208) 332-1562 or email Psanchez@osbe.state.id.us.

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FINAL READING

GOVERNING POLICIES AND PROCEDURES

Board Policy Section III.Z. Planning and Coordination of Academic Programs and Courses

BACKGROUND AND DISCUSSION

Coordinating the delivery of postsecondary instruction in a cost effective manner, that avoids unnecessary duplication, is a primary challenge for the Board of Education. Off-campus instruction creates a specific challenge to the Board because of the increased likelihood of duplication and higher educational costs.

With the expansion of educational programs delivered in off-campus settings the need to provide guidance and minimize duplication has increased. The State's higher education institutions currently participate in collaborative sights in Coeur d'Alene, Idaho Falls, Twin Falls, with discussions beginning on the development of a collaborative center in Boise.

Additionally, ISU, BSU and UI operate satellite campuses in Boise, Coeur d'Alene and Nampa. Off-site delivery is augmented by the expansion of courses delivered through compressed video and Internet access. The expansion is, in great part, driven by the changing nature of demand for education and workforce training. As the workforce needs change our institutions will be challenged to create additional non-traditional delivery systems, many of which will require a least some component of off-campus delivery.

This policy provides a framework for the statewide coordination of the delivery of education by the State's post-secondary institutions. It encourages a planning approach to delivery through regular needs assessments and tactical plans. It creates mechanisms for institutions to cooperate on the development of programs to meet both regional and statewide workforce needs.

The policy also includes provisions to encourage the use of existing courses, infrastructure and student services through the local institution. All of these changes will limit duplication, increase collaboration and improve tactical planning by our post-secondary institutions.

RECOMMENDATION

The Board office recommends approval of the Final Reading of the Board's Policy Section III.Z. Planning and Coordination of Academic Programs and Courses

MOTION

A motion to approve the Final Reading of the Board's Policy Section III.Z. . Planning and Coordination of Academic Programs and Courses

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

New Subsection – Z. Delivery of Postsecondary Education

*This new subsection represents the beginning of a series of revisions to Board policy that will eventually include a large part of Section III. POSTSECONDARY AFFAIRS, especially those policies related to **Roles and Missions, Continuing Education/Off-Campus Instruction, and Telecommunications**, and coordinating changes related to **Instructional Program Approvals and Discontinuances**.*

Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the “Board”) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of local and regional governing councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.

1. Definitions
 - a. Statewide Mission

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A statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution's responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.

b. Regional Mission

A regional mission describes an institution's responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

2. Responsibilities Related to Statewide Missions

a. Programs/Courses Related to Statewide Missions

It is the responsibility of each institution assigned a statewide mission by the Board to assess and ensure the delivery of all statewide mission programs and courses necessary to meet the educational and workforce needs associated with the statewide mission throughout the state.

3. Responsibilities Related to Regional Missions

a. Programs/Courses Related to Regional Missions

It is the responsibility of each designated institution within a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) (a "designated institution") to assess and ensure the delivery of all educational programs, courses and services necessary to meet the educational and workforce needs within its primary service region. Delivery of educational programs and services will include the provision of programs and courses that are regional in nature by the designated institution and partnering institutions and the provision of programs and courses that are identified as statewide missions by institutions assigned a statewide mission responsibility.

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4. Academic Planning Process

a. General Provisions

- (1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the “Plan”). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.
- (2) Plans will be submitted to the Office of the Idaho State Board of Education (“OSBE”) for review and approval by the Idaho State Board of Education (the “Board”) in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the “CAO”). Plans will be submitted first to the Council for Academic Affairs and Programs (“CAAP”) at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:
 - (A) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.
 - (B) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed

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by the CAO. Plans for these programs and courses will be approved by the CAO.

- (3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

b. Statewide Mission Planning Process

(1) Statewide Mission Plan

Each institution assigned a statewide mission will create and maintain a Plan that describes the programs and services to be offered to respond to the workforce and educational needs of the state relating to the institution's statewide mission. Each plan will include at least the following:

- (A) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution's statewide mission.
 - (B) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.
 - (C) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.
 - (D) A summary of the terms of memorandums of understanding ("MOU"s), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.
- (2) Statewide Mission Program or Course in a Service Region

If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated

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institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution's Plan. It is intended that statewide mission programs or courses be included in the designated institution's Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.

(3) MOU with Designated Institution

If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution's Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.

c. Regional Planning Process

(1) Designated Institution Plan

The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within

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its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a “partnering institution”) to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (A) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- (B) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
- (C) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
- (D) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.
- (E) A summary of the terms of MOUs, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Program and Course Offerings by Partnering Institutions

If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution’s Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in the designated institution’s Plan. In order to include the program or

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course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

- (A) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.
 - (B) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program or course.
 - (C) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.
- (3) Designated Institution's Opportunity to First Offer a Program or Course
- If,
- (A) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses); or

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- (B) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region,

Then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

d. Program Transitions

In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible, designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.

In the event (i) a statewide mission owning institution intends to develop the capacity to offer a statewide mission program or course within a service region currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution,

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respectively, will identify its intent to develop the program or course in the next update of its eight (8) year Plan.

- (A) In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the “withdrawing institution”), the statewide mission owning institution, or the designated institution, must demonstrate its ability to offer the program or course.
- (B) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing institution a minimum three (3) year transition period (thus creating three (3) to five (5) years’ notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing institution wishes to withdraw its program or course region prior to the end of the three (3) year transition period, the withdrawing institution will seek to enter into a transition MOU with the statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

e. Discontinuance of Offerings

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year’s written notice of withdrawal. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide

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such program or course. In no event will the statewide mission owning institution be required to provide such offering(s)

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

f. Existing Programs

Programs and courses being offered by a partnering institution (whether statewide mission owning, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated institution and the partnering institution, subject to the transition and notice periods and requirements set forth above.

g. Applicability of Section III. G. – Instructional Program Approval and Discontinuance

The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. – Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. – Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.

4. Memorandums of Understanding

A memorandum of understanding ("MOU") is an agreement between two or more institutions offering programs or courses within the same service region that details how such programs and courses will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution's eight (8) year, academic plan. When a service region is served by more

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than one institution, an MOU will be developed between such institutions as provided herein and submitted to OSBE for review and approval by the Board.

a. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:

(1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:

(A) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution's eight (8) year plan.

(B) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the "main" campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized, and programs offered, by one or more partnering institutions within a service region will be designated as "University Place at (name of municipality)".

(C) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.

(D) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise)

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within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.

5. Local and Regional Governing Councils

The Board acknowledges and supports the role of local and regional governing councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs and courses among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOUs entered into between the institutions and the policies set forth in this Section III, Subsection Z.

6. Resolutions

All disputes relating to items addressed in this policy will be forwarded to the CAO for review. The CAO will prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

7. Reporting

Once annually, OSBE, with appropriate input from the each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOUs.

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8. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a corporate entity outside of their designated regional assignment, the contracting institution will notify the designated institutions in the service region and institutions holding a statewide mission, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a designated institution, the Board encourages the contracting institution to include and draw upon the resources of the designated institution insomuch as is possible.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
AUGUST 14-15, 2003**

SUBJECT

FIRST READING
GOVERNING POLICIES AND PROCEDURES
Board Policy Section I.N. Public Charter Schools

BACKGROUND AND DISCUSSION

The Sub-Committee on Public Charter Schools met on August 12, 2003 to continue its review of issues affecting public charter schools. The agenda included discussions that may lead to proposed policies or other board actions.

Chairman Laird Stone will report to the Board and present any recommendations or policies resulting from the Sub-Committees work.

RECOMMENDATION

To accept the report of the Sub-Committee and approve policies suggested by the Sub-Committee.

MOTION

(Dependent of Sub-committee recommendations) A motion to approve the First Reading of Board Policy Section I.N. Charter Schools.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
AUGUST 14-15, 2003**

SUBJECT

ASSESSMENT AND ACCOUNTABILITY—Karen McGee

- NCLB Compliance
- ISAT Results
- Upcoming Trainings

BACKGROUND AND DISCUSSION

Karen McGee, chair of the Assessment and Accountability Commission, will report on progress on the development of the State Accountability Plan.

The Board will be asked to approve specific components of the Federal Work Plan. These elements relate to the final calculation of AYP with annual and intermediate goals.

Ms. McGee will also discuss recent communications with the U.S. Department of Education and final action required in the Work Plan.

Finally, Ms. McGee will review procedures that have been set up between the Board Office and the State Department of Education to facilitate the flow of federal education monies through No Child Left Behind.

RECOMMENDATION

Approve the AYP definition with annual goals and intermediate benchmarks.

MOTION

To approve the AYP definition with annual goals and intermediate benchmarks.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

AYP Definition and Annual Goals

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
AUGUST 14-15, 2003**

**IDAHO STATE BOARD OF EDUCATION
AYP DEFINITION AND ANNUAL GOALS**

	Baseline	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Reading											
Annual Goals		3%	3%	3%	3%	3%	3%	4%	4%	4%	4%
Intermediate Goals	66%		72%		78%		84%		92%		100%

	Baseline	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Math											
Annual Goals		4%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Intermediate Goals	51%		60%		70%		80%		90%		100%

	Baseline	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Language Arts											
Annual Goals		3%	3%	3%	3%	3%	3%	4%	4%	4%	4%
Intermediate Goals	66%		72%		78%		84%		92%		100%

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
AUGUST 14-15, 2003

SUBJECT

IDAHO'S MOST
Transition Plan

BACKGROUND AND DISCUSSION

Jim Hammond, Chair of Idaho's MOST, will discuss plans to continue the work that this project has conducted. Grant funding for MOST terminates on August 31, 2003. The plan will address both the implementation of current MOST recommendations as well as ongoing policy and procedure development.